

2018-2019

EPP Bachelor Performance Report

Queens University of Charlotte



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Historical Context:

In June 2002, Queens College officially became Queens University of Charlotte. A new president, Dr. Pamela Lewis Davies was appointed in July 2002.

Queens University of Charlotte is a diversified, coeducational, private, student-centered liberal arts institution affiliated with the Presbyterian Church. The university's motto is "Not be served, but to serve."

Queens was founded in 1857 as the Charlotte Female Institute, which was located in the center of Charlotte. In 1914, after a series of mergers and name changes, the college was re-located to its present Myers Park campus, and adopted the name "Queens College", recalling Charlotte's 18th century Queens College. Chartered in 1771, this original Queens College was founded by non-conformist Presbyterians during the American Revolution. The original Queens promised to provide students with an education in the liberal arts and sciences so that they might be of service to their friends and country. The idea was to join the "liberal" with the "practical" so that together they might better enhance service, which remains central to the Queens ethos.

A dynamic diversity within unity is the single most striking characteristic of Queens University of Charlotte. The Queens community shares a common tradition and a common mission, and seeks to attract those who share common standards of honor and a common commitment to servant-leadership and good stewardship.

Though a small institution, Queens serves an amazing array of students. For efficiency in serving the needs of these students, the university is divided into six units serving approximately 2,400 students. A private, co-ed, masters-level university, Queens serves undergrad and graduate students in academic programs across the liberal arts and sciences as well as the professional fields of Business, Communication, Nursing, Health and Education. All degree programs are grounded in a liberal arts core to help students hone their critical thinking, problem solving and communication skills. The College of Arts and Sciences (CAS) offers traditional liberal arts majors in a unique interdisciplinary Core program, an international experience, and career preparation through a required internship. The units across campus are The Hayworth School of Graduate and Continuing Studies, The Cato School of Education, The McColl School of Business, The Blair College of Health, The Presbyterian School of Nursing, and The Knight School of Communication. All Queens programs emphasize active learning, close student-teacher relationships, and connection between classroom theory and the world of work using the greater Charlotte area for experiential learning. The purpose of Queens University of Charlotte is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens believes that each individual has a responsibility to society

at large, which is exercised through personal service expressed in the Queens Motto: "Not to be served, but to serve."

This diversity within unity also makes Queens a dynamic institution. Queens has, throughout its history, been an institution eager to experiment, change and seize opportunities - an entrepreneurial organization.

Special Characteristics

Our Vision

Queens University of Charlotte will be recognized as a leading comprehensive university, distinguished by its commitment to transforming the lives of its students and enhancing the intellectual and cultural fabric of its community.

Our Values

To fulfill its mission and its vision, Queens University of Charlotte acts upon the following values:

Focus on Students: We value the factors which foster student success: an intimate learning environment, excellence in teaching, intellectual curiosity, and an education grounded in the liberal arts tradition, one which develops critical thinking, creativity, communication, commitment to ethical behavior, responsible citizenship and which serves as a foundation for successful and fulfilling lives.

Integrity and Respect: We value a sense of caring and community, seek to promote diversity and respect for all people and we recognize the importance of personal integrity and ethical action.

Stewardship: We value and are committed to those who learn and work at Queens, and we are proud of our university. We will responsibly manage our heritage, our resources and our reputation in the community to ensure that we remain a source of pride for our students, faculty, staff, donors and alumni.

Creativity and Innovation: We value creative and innovative thinking and acting, both in the classroom and in advancing Queens toward its vision as a leading comprehensive university and a community asset.

Service: We value responsibility and service to the society at large, in keeping with our Presbyterian connection and as expressed in our motto, "Not to be served, but to serve."

To fulfill its mission, Queens provided its students with opportunities to develop:

- a personal philosophy of life reflecting high ethical standards and spiritual values, commitment to service, and a recognition of the intrinsic worth of all individuals.
- an ability to think clearly and independently, to make critical judgements in a variety of changing contexts, and to communicate effectively in writing and speaking.
- a basic knowledge of the academic disciplines and their interrelationships, and a special competency in one or more areas of study in preparation for professional activities or graduate study.
- appropriate knowledge and abilities to work creatively with others, to adapt to change, and to be responsible citizens and leaders in their communities with an understanding and appreciation of culture, including an informed respect for the differences among cultures and an understanding of the global nature of our society.

Characteristics of the Institution

Queens is a diversified, coeducational, private, student-centered liberal arts institution affiliated with the Presbyterian Church. The Queens University of Charlotte campus is less than three miles away from Uptown Charlotte, North Carolina. Charlotte is located in Mecklenburg County and is one of the fastest growing business and arts communities in the nation; a thriving metropolitan center known for outdoor recreation, quality of life and a vibrant business community.

Creativity and Innovation: We value creative and innovative thinking and acting, both in the

Program Areas and Levels Offered

Queens University of Charlotte offers licensure at the undergraduate level in the following areas: elementary (K-6); secondary (9-12) in the areas of biology, English, mathematics, chemistry, earth science, social studies and history and special subjects (K-12) in foreign language, French and Spanish. On the post baccalaureate level, Queens University of Charlotte offers a Masters of Arts in Teaching in Elementary (MAT) (K-6), Masters of Education in Literacy (M.Ed.) (K-12), Master of Arts in Educational Leadership (MEL), and licensure only in elementary, secondary, and special subjects listed above. Queens also offers an add-on licensure program for AIG.

Pathways Offered (Place an ‘X’ under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X	X	X

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

Queens has two required courses “Exceptional Learners” and “Needs of Diverse Learners” which explicitly teach candidates how to effectively teach students with disabilities. Also, in other courses such as “Data Driven Instruction”, “Critical Issues in Education”, “Teaching Students of Poverty and ELL” explicitly helps candidates understand how to effectively teach students with disabilities. In addition, in all of the methods courses this topic is strategically addressed and as candidates are planning lessons and units they are required to address the needs of all learners in the classroom including explicitly explaining how they will teach students with disabilities.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

Queens has three required courses “Exceptional Learners”, “Needs of Diverse Learners”, and “Teaching Students of Poverty and ELL” which explicitly teach candidates how to effectively teach students who have limited English proficiencies. In “Teaching Students of Poverty and ELL” candidates are required to tutor ELL in the area of reading comprehension to practice the strategies and skills learned in class. Also, in other courses such as “Data Driven Instruction” and “Critical Issues in Education” the content explicitly helps candidates understand how to effectively teach students with disabilities. In addition, in all of the methods courses this topic is strategically addressed and as candidates are planning lessons and units they are required to address the needs of all learners in the classroom including explicitly explaining how they will teach ELL.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

Queens has a required course “Instructional Technology” that explicitly teaches candidates how to effectively integrate technology into the curriculum and use as an instructional tool. In addition, candidates are required to complete a Technology Portfolio that includes a variety of examples as to how the candidates have used technology throughout their program. Additionally, candidates are required to include technology as part of instruction in most of the lessons they teach in clinical experiences and during student teaching candidates are observed and graded on how well they have effectively implemented technology into their teaching.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Queens has a required course “Instructional Technology” that explicitly teaches candidates how to effectively integrate technology into the curriculum and use as an instructional tool. During this course, candidates also learn how to collect, manage and analyze data for future planning and instruction. Another required course, “Data Driven Instruction” provides candidates practice with the tools current teachers use in the classroom to collect, manage and analyze data to improve their teaching. Candidates work with real data, go through the process teachers do to analyze and prepare lessons for students.

In addition, candidates are required to complete a Technology Portfolio that includes a variety of examples as to how the candidates have used technology as a data tool in addition to using it as a teaching tool throughout their program. Additionally, candidates are required to include technology as part of instruction in most of the lessons they teach in clinical experiences and during student teaching candidates are observed and graded on how well they have effectively implemented technology into their teaching.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Queens developed a course titled Cultural Arts in Education that focuses on how to effectively integrate arts education into curriculum. Candidates are required to learn how to use community resources to help with the integration of the arts. Assignments are required that allow candidates to demonstrate understanding. Faculty also address this integration in their content specific courses where appropriate.

Explain how your program(s) and unit conduct self-study.

We completed an accreditation Legacy NCATE visit in February 2016 and scored high ratings. None of the programs received Area For Improvements (AFI's). Each program also completes an annual assessment plan and report for the Queen's Planning and Institutional Effectiveness Department. In addition, faculty run reports from our Electronic Evidence Portfolios to track progress of all students in all programs. Data from the reports are analyzed by the Associate

Dean and shared with faculty in an open discussion to determine specific areas of interest to focus upon in the upcoming year.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

All students in our elementary education program are required to complete a minimum of ten hours of clinical experience for each education methods course. The requirements for clinical experiences vary per course. Students are required to teach small group, whole class, and one-on-one tutoring throughout the program. All students complete more than one full semester of clinical experience in a low performing school. Prior to student teaching, elementary education students complete a minimum of 140 clinical hours in a variety of grade levels and school settings.

All students in our secondary education program are required to complete a minimum fifteen hours of clinical experience for each education course. The requirements for clinical experiences vary per course. All students complete more than one full semester of clinical experience in a low performing school. Prior to student teaching, secondary students complete a minimum of 110 clinical hours in a variety of grade levels and school settings.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Students in our elementary education program complete a year-long placement. In the secondary education program, students complete clinical experiences in the fall and spring; therefore, they receive experience in the classroom at both the beginning and end of the school year. Their student teaching is one semester and some complete this in fall while others complete this in spring.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Nations Ford Elementary
Start and End Dates	Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Small group reading tutors for ELLs in second grade
Number of Participants	13 Queens students and 39 second grade students
Activities and/or Programs Implemented to Address the Priorities	Students in the Schooling in the Context of Poverty class met weekly during spring semester to model Close Reading Strategy and work on reading comprehension with small groups of students. Most students were ELL's. Queens students each met with groups of 2-4 students once a week for a total of 8 weeks
Summary of the Outcome of the Activities and/or Programs	Students planned and prepared lessons to implement best practices for ELL's and students in poverty. They taught the lesson while the professor observed, reflected on lessons, and met in grade levels to discuss and plan future lessons. Teachers reported that the students greatly benefited from these practices. No firm data is available at this time to see specific growth. 36 of the 39 students were said to be more motivated to read and try strategies learned by the end of the 8 weeks of tutoring.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Dilworth Elementary and Smithfield Middle, Charlotte Mecklenburg Schools, Charlotte, NC
Start and End Dates	July, 2018
Priorities Identified in Collaboration with LEAs/Schools	Improve student reading performance and strong family support. Faculty at Queens discussed the possibility with the principal and the faculty members developed the clinic to assist struggling students and to help develop teaching strategies for our MEd students.
Number of Participants	37 K-8 Students 14 M.Ed. Candidates
Activities and/or Programs Implemented to Address the Priorities	Free Summer Reading Clinic for 3 weeks in July

Summary of the Outcome of the Activities and/or Programs	<p>38 K-8 students were assessed and diagnosed by 14 M.Ed. (literacy) candidates during a free 3-week summer reading clinic. Reports were generated and shared with parents, as well as classroom teachers. Data from students, parents, administrators, and teachers regarding the experience were analyzed and used to make suggestions for each of the participants for the remainder of the summer and the following school year.</p> <p>38 students received formal reports. Data show that all increased in the area of reading comprehension. No students showed decreased achievement.</p> <p>On a student survey 32 out of 38 of the students felt they were more motivated in regard to literacy after their participation. Data from parent surveys indicated satisfaction of the overall program and progress of their children.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Myers Park Traditional Elementary School
Start and End Dates	January 2015 – ongoing
Priorities Identified in Collaboration with LEAs/Schools	Dr. Ceglie and the Math Facilitator worked together to strategically place Math Methods students in classrooms where they could work with students needing remediation using flex time.
Number of Participants	Per semester, impact approximately 10 pre-service teachers and over 90 students
Activities and/or Programs Implemented to Address the Priorities	Math Methods students worked in small groups and in one-on-one sessions with students in need of remediation in math content as determined by MAP testing data. Queens students created integrated lessons to reteach standards
Summary of the Outcome of the Activities and/or Programs	Math Methods students taught lessons to targeted elementary students and began work on improving their math competencies. Pre- and post- testing was done with the groups of students and anecdotal notes were taken to determine student growth. Data show elementary students improved in most competencies. Teachers noted an increase in student motivation in Math for most of the students who were tutored.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Myers Park Traditional Elementary School
Start and End Dates	Fall 2015 was first year and continues each fall semester
Priorities Identified in Collaboration with LEAs/Schools	Dr. Ceglie and lead teachers to work together to strategically place Science Methods students in classrooms to support the science initiative at their school
Number of Participants	Impacts approximately 10 pre-service teachers and over 150 students per semester.
Activities and/or Programs Implemented to Address the Priorities	Science Methods students worked with students on content as well as science activities throughout the semester

Summary of the Outcome of the Activities and/or Programs	Science Methods students taught lessons to targeted elementary students and worked on science projects in class time. Cooperating teachers rated the pre-service teachers highly, acknowledging their effectiveness during their visits.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Myers Park Traditional Elementary
Start and End Dates	September 2018-end of school year
Priorities Identified in Collaboration with LEAs/Schools	This is a collaborative effort with Digital Charlotte to develop and implement a series of workshops to teach digital literacy to CMS parents. The primary goal was to increase digital literacy skills in these parents. Curriculum focused on teaching basic browsing and safety skills, digital citizenship and a variety of other topics. Participants completed a pre and post assessment to measure growth.
Number of Participants	8 elementary students and 8 Teaching Fellows
Activities and/or Programs Implemented to Address the Priorities	The Cato School of Education Teaching Fellows and a senior level course utilized the North Star Reading program to tutor students that have reading deficiencies. The elementary students are selected by their teachers to receive one-on-one tutoring. The candidates followed scripted lesson plans targeted to help students improve their reading skills.
Summary of the Outcome of the Activities and/or Programs	Teaching fellows worked with the elementary students throughout the fall and spring semester to foster a relationship with an individual student and helped the student's grow reading skills. All teaching fellows recognized the importance of building relationships with students, developed an awareness of struggles students have with reading, and began to understand the complexity of teaching a child to read. The students' teachers all reported that they felt the students who participated in the program became stronger with the specific skills of focus throughout the tutoring.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	9 CMS schools (1 high school, 1 middle school and 7 elementary schools), all Title I schools
Start and End Dates	February – April 2019
Priorities Identified in Collaboration with LEAs/Schools	This is a collaborative effort with Digital Charlotte to develop and implement a series of workshops to teach digital literacy to CMS parents. The primary goal was to increase digital literacy skills in these parents. Curriculum focused on teaching basic browsing and safety skills, digital citizenship and a variety of other topics. Participants completed a pre and post assessment to measure growth.
Number of Participants	13 current Queens Pre-service teachers, approximately 120 CMS parents
Activities and/or Programs Implemented to Address the Priorities	Dr. Black and Dr. Ceglie worked on the curriculum and training of Queens pre-service teachers to teach a 5-week workshop on digital literacy. This need was identified by work with Digital Charlotte and the Knight School of Communication.
Summary of the Outcome of the Activities and/or Programs	The parents grew statistically significant in each of the 26 areas that were tested. These were all related to digital literacy.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	9
Female	21
Race/Ethnicity	Number
Hispanic / Latino	1
Asian	0
African-American	4
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	24
Multi-Racial	1
Student does not wish to provide	0

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic/Latino	1	Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	3	White	27
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	5	Total	28
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	w		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	PC	LC	PC	LC	PC	LC
Prekindergarten						
Elementary		4				
MG						

Secondary						
Special Subjects		1				
EC						
VocEd						
Special Services						
Total	0	5	0	0	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Queens	12	92	83
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	278
Union County Public Schools	27
Gaston County Schools	19
Cabarrus County Schools	16
Wake County Schools	15
Guilford County Schools	13
Winston Salem / Forsyth County Schools	8
Henderson County Schools	7
Durham Public Schools	6
Lincoln County Schools	5

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,266.00
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	25.43
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN CORE-Combined	493.26
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.62
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	18	11	11	91	11	100	11	100
English	3	2	2	*	2	*	2	*
Math (grades 9-12)	2							
Institution Summary	23	13	13	92	13	100	13	100

* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.
 **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	3	2	0
U Licensure Only	n/a	n/a	n/a	n/a	n/a	n/a
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	n/a	n/a	n/a	n/a	n/a	n/a
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency	0	0	0	0	0	0
Comment or Explanation: Residency Program begins in 2019-2020						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
5	0	4

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:12

K. Teacher Effectiveness

Institution: Queens University							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	78.9%	N/A	N/A	19	23
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	68.4%	N/A	N/A	19	23
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	73.7%	N/A	N/A	19	23
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	68.4%	N/A		19	23
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	73.7%	N/A	N/A	19	23
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	N/A	68.4%	N/A	19	23		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		